First Grade English Design Brief



Exploring Homophones

Based on the book

Night*Knight by Harriet Ziefert



Background: We have been exploring word play and words that sound the same but are spelled differently and have different meanings. We have brainstormed homophones and made a chart of them.

Design Challenge: Using a pair of homophones, make a display that connects the two homophones and that has at least one moving part that requires a lever to move. You will share this with the class.

Criteria:

- There may be more than one moving part, but you must have a lever.
- You must include a sentence using both homophones.

Materials: You may select from the items below.

- wooden craft sticks
- styrofoam board
- cardboard
- brads

- straws
- scissors
- hole punch
- dowels

- fabric
- yarn scraps
- writing paper
- crayons

Targeted Standard of Learning: Supporting Standards of Learning: English 1.6 Science 1.2

English 1.1, 1.2, 1.3, 1.7, 1.12

Targeted Standard for Technological Literacy:

Supporting Standards for Technological Literacy: 5, 8, 9, 10, 16

Tips for Teachers

Exploring Homophones

Targeted Standard of Learning: English 1.6

• The student will apply phonetic principles to read and spell.

Targeted Standard for Technological Literacy: Standard 11

• Students will develop abilities to apply the design process.



Prior	Materials & Preparation	Safety	Class	Materials	Time
Knowledge & Skill		Issues	Management	Provided	Management
 Phoneme awareness Push/pull motion Understanding of a lever and how it works 	 Any homophone book such as Night*Knight "Brainstormed" homophones chart Check Design Brief for recommended materials. Teacher may substitute materials. 	Use materials correctly	Individual or partner work	 Design Brief Guided Portfolio Rubric	 Session 1: Introducing book and Design Brief (20 min.) Session 2: Building (20-40 min.) Session 3: Sharing and evaluating

Guided Portfolio—1 Name Group Members:	Exploring Homophones			
1. What is the prob	Diem? State the problem in <i>yo</i>	ur own words.		
Targeted Standard of Learning: Supporting Standards of Learning:	English 1.6 Science 1.2	Targeted Standard for Technological Supporting Standards for Technologic		

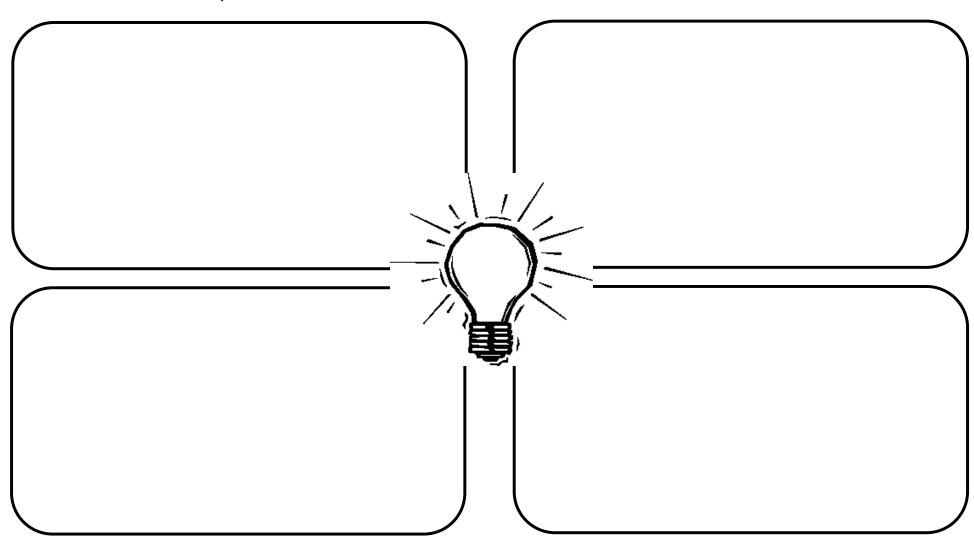
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English 1.1, 1.2, 1.3, 1.7, 1.12

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2. Brainstorm solutions.

Draw or describe some possible solutions.



Guided Portfolio—3 Name		
3. Create the solution you think the Keep notes below about the problems you		
	2	

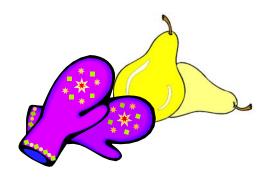
Name _____

4. Test your solution.

Have you used a lever?
 YES NO

Does your sentence relate to your picture and use both homophones?
 YES
 NO

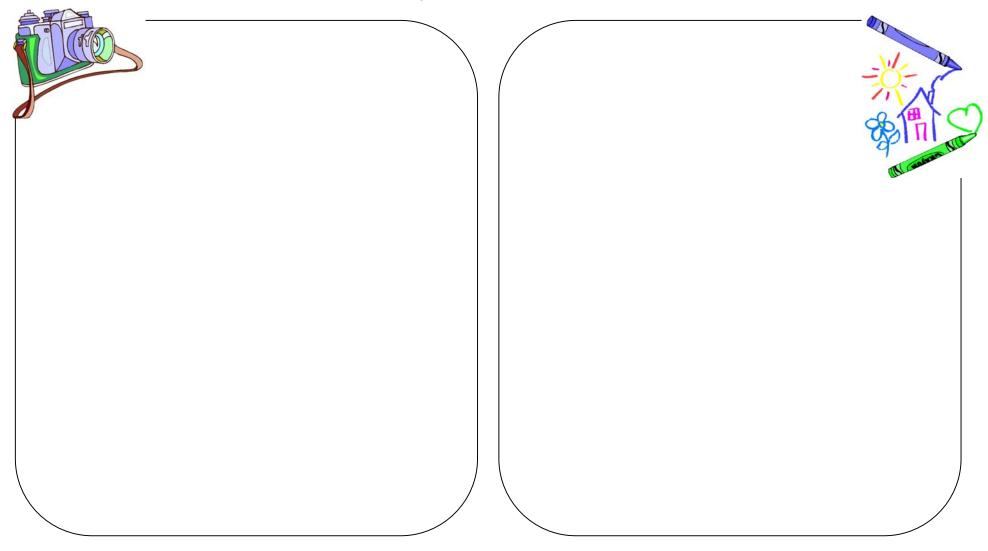




Guided Portfolio—5 Name 5. Evaluate your solution. Was it the best solution? Would one of your other ideas have been better? Why or why not?	* * *
What would you have done differently?	
Could you add to it to make it better? What would you add to it?	

Attach a photograph of your final project here. If you do not have a photograph, draw a picture of your final project.

How would you make your project better? Draw a picture showing how it would look after you have made changes to it.



Rubric for *Exploring Homophones*

Name	Date

Student Evaluation	no evidence O	limited understanding 1	some understanding with room for improvement 2	good understanding with room for improvement 3	substantial understanding 4
Oral Presentation: The student		<u> </u>		<u> </u>	<u> </u>
used complete sentences					
used descriptive words.					
Guided Portfolio: The student					
restated the problem					
brainstormed solutions					
created a solution					
tested the solution					
evaluated the solution.					
Team Skills: The student					
used appropriate voice					
encouraged team members					
listened to team members					
was involved in all aspects of the project					
respected team members.					

Tested Criteria		
The student used a lever.	Yes	No
The student used homophones in a sentence.	Yes	No



Standards of Learning

English (2002)

Oral Language

- 1.1 The student will continue to demonstrate growth in the use of oral language.
 - a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
 - b) Tell and retell stories and events in logical order.
 - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
 - d) Express ideas orally in complete sentences.
- 1.2 The student will continue to expand and use listening and speaking vocabularies.
 - a) Increase oral descriptive vocabulary.
 - b) Begin to ask for clarification and explanation of words and ideas.
 - c) Follow simple two-step oral directions.
 - d) Give simple two-step oral directions.
 - e) Use singular and plural nouns.
- 1.3 The student will adapt or change oral language to fit the situation.
 - a) Initiate conversation with peers and adults.
 - b) Follow rules for conversation.
 - c) Use appropriate voice level in small-group settings.
 - d) Ask and respond to questions in small-group settings.

Reading

- 1.6 The student will apply phonetic principles to read and spell.
 - a) Use beginning and ending consonants to decode and spell single-syllable words.
 - b) Use two-letter consonant blends to decode and spell single-syllable words.
 - c) Use beginning consonant digraphs to decode and spell single-syllable words.
 - d) Use short vowel sounds to decode and spell single-syllable words.
 - e) Blend beginning, middle, and ending sounds to recognize and read words.
 - f) Use word patterns to decode unfamiliar words.
 - g) Use compound words.
 - h) Read and spell common, high-frequency sight words, including the, said, and come.
- 1.7 The student will use meaning clues and language structure to expand vocabulary when reading.
 - a) Use titles and pictures.
 - b) Use knowledge of the story and topic to read words.
 - c) Use knowledge of sentence structure.
 - d) Reread and self-correct.

English (2002), continued

Writing

- 1.12 The student will write to communicate ideas.
 - a) Generate ideas.
 - b) Focus on one topic.
 - c) Use descriptive words when writing about people, places, things, and events.
 - d) Use complete sentences in final copies.
 - e) Begin each sentence with a capital letter and use ending punctuation in final copies.
 - f) Use correct spelling for frequently used words and phonetically regular words in final copies.
 - g) Share writing with others.
 - h) Use available technology.

Science (2003)

Force, Motion, and Energy

- 1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include
 - a) objects may have straight, circular, and back and forth motions;
 - b) objects may vibrate and produce sound;
 - c) pushes or pulls can change the movement of an object; and
 - d) the motion of objects may be observed in toys and in playground activities.

Standards for Technological Literacy

- Standard 5: Students will develop an understanding of the effects of technology on the environment.
- Standard 8: Students will develop an understanding of the attributes of design.
- Standard 9: Students will develop an understanding of engineering design.
- Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- Standard 11: Students will develop the abilities to apply the design process.
- Standard 16: Students will develop an understanding of and be able to select and use energy and power technologies.